



## Medium Term Plan – Autumn 2

### Britain through the ages – Stone Age to Iron Age

#### Ibis

|         | Key Skills Covered                    | Milestones Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lesson Outline/ Continuous Provision Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| History | 1. Investigate and interpret the past | <ul style="list-style-type: none"> <li>A.2.1. Use evidence to ask questions and find answers to questions about the past.</li> <li>A.2.2. Suggest suitable sources of evidence for historical enquiries.</li> <li>A.2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>A.2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>A.2.5. Suggest causes and consequences of some of the main events and changes in history.</li> </ul> | <p><b>Week 1:</b> Introduce period of British history from the Stone Age to the Iron Age. Discuss how hunter-gatherers survived in the Stone Age.</p> <p><b>Week 2:</b> How do we know about the Stone Age? Examining non-written sources of evidence. Discover when people began to settle in farming communities like Skara Brae.</p> <p><b>Week 3:</b> Changes between the Stone Age and the Bronze Age and explain how the smelting process was used to make bronze. Look at artefacts found in Bronze age burial sites.</p> <p><b>Week 4:</b> Explore different theories about the building of Stonehenge.</p> <p><b>Week 5:</b> Understanding how British society changed in the Iron Age. Explore hill forts.</p> <p><b>Week 6:</b> Describe some of the features of Iron Age art.</p> |
|         | 2. Build an overview of world history | <ul style="list-style-type: none"> <li>B.2.2. Give a broad overview of life in Britain from ancient until medieval times.</li> <li>B.2.4. Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>B.2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         | 3. Understand chronology              | <ul style="list-style-type: none"> <li>C.2.1. Place events, artefacts and historical figures on a time line using dates.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                     |                             | <ul style="list-style-type: none"> <li>• C.2.2. Understand the concept of change over time, representing this along with evidence on a time line.</li> <li>• C.2.3. Use dates and terms to describe events</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |
|                     | 4. Communicate historically | <ul style="list-style-type: none"> <li>• D.2.1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• D.2.2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |
| Art & Design        | 1. Develop ideas            | <ul style="list-style-type: none"> <li>• A.2.1. Develop ideas from starting points throughout the curriculum.</li> <li>• A.2.2. Collect information, sketches and resources.</li> <li>• A.2.3. Adapt and refine ideas as they progress.</li> <li>• A.2.4. Explore ideas in a variety of ways.</li> <li>• A.2.5. Comment on artworks using visual language.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Week 1.</b> Lascaux's Cave – Chalk pastels<br><b>Week 2.</b> Lascaux's Cave – Chalk pastels<br><b>Week 3.</b> Stone Age homes - Models<br><b>Week 4.</b> Stone Age Coil pots – Clay<br><b>Week 5.</b> Stone Age Silhouettes – Wash<br><b>Week 6.</b> Stone Age Figures - Textiles |
|                     | 2. Master Techniques        | Painting: <ul style="list-style-type: none"> <li>• B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• B.2.2. Mix colours effectively.</li> <li>• B.2.3. Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• B.2.4. Experiment with creating mood with colour.</li> </ul> Collage: <ul style="list-style-type: none"> <li>• B.2.5. Select and arrange materials for a striking effect.</li> <li>• B.2.6. Ensure work is precise.</li> </ul> Sculpture: <ul style="list-style-type: none"> <li>• B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• B.2.9. Include texture that conveys feelings, expression or movement.</li> <li>• B.2.10. Use clay and other mouldable materials.</li> <li>• B.2.11. Add materials to provide interesting detail.</li> </ul> |                                                                                                                                                                                                                                                                                      |
| Design & Technology | A. Master practical skills  | <b>Materials</b><br>A.2.5 Cut materials accurately and safely by selecting appropriate tools.<br>A.2.6 Measure and mark out to the nearest millimetre.<br>A.2.7 Apply appropriate cutting and shaping techniques that include cuts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Designing and making a Money container.</u><br>Plan, design and make a money container fit for purpose. Use a variety of materials measuring, art skills and decorating                                                                                                           |

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|  |                                                     | <p>within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.8 Select appropriate joining techniques.</p> <p><b>Textiles</b></p> <p>A.2.9 Understand the need for a seam allowance.</p> <p>A.2.10 Join textiles with appropriate stitching.</p> <p>A.2.11 Select the most appropriate techniques to decorate textiles.</p> | techniques. (4/5 lessons/hours) |
|  | B. Design, make, evaluate and improve.              | <p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3 Refine work and techniques as work progresses, continually evaluating the product design.</p>                                                               |                                 |
|  | C. Take inspiration from design throughout history. | <p>C.2.1 Explore objects and designs to identify likes and dislikes of the designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p>                                                                                                                                                                              |                                 |

|         | Key Skills                         | Milestones Covered                                                                                                                                                                                                                                                                                                                                                         | Lesson Outline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Science | 1. Work scientifically             | <p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p>                         | <p><b>Sound</b></p> <p><b>Week 1</b> Investigating how a variety of sounds are made.</p> <p><b>Week 2</b> Learning about the human ear and investigating how sound travels through different materials.</p> <p><b>Week 3</b> Investigating pitch.</p> <p><b>Week 4</b> Finding patterns between the pitch of a sound and features of the object that produced it.</p> <p><b>Week 5</b> Measuring the volume of different sounds.</p> <p><b>Week 6</b> Recognising that sounds get fainter as the distance from the sound</p> |
|         | 9. Investigating sound and hearing | <p>I.2.1. Identify how sounds are made, associating some of them with something vibrating.</p> <p>I.2.2. Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I.3.1. Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I.3.2. Find patterns between the volume of a sound and the strength of</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|           |                                        | <p>the vibrations that produced it.</p> <p>I.3.3. Recognise that sounds get fainter as the distance from the sound source increases.</p>                                                                                                                                                                                      | <p>source increases.</p> <p><b>Week 7</b> Reviewing our learning from this term and assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| RE        | 1. Understand beliefs and teachings    | <ul style="list-style-type: none"> <li>A.2.1. Present key teachings and beliefs of a religion</li> <li>A.2.2. Refer to religious figures and holy books to explain answers.</li> </ul>                                                                                                                                        | <p><b>Who do Christians believe Jesus is?</b><br/>The sessions below will be spread over 7 weeks as there will be work on our Nativity Production alongside our RE work.</p> <p><b>Week 1</b> What do we already know about Jesus? The Apostles' Creed.</p> <p><b>Week 2</b> The Trinity – Christians' belief that God is made up of three equal divine persons (God the Father, God the Son, God the Holy Spirit).</p> <p><b>Week 3</b> Jesus – fully God and fully man. The Annunciation and birth of Jesus.</p> <p><b>Week 4</b> Jesus – fully God and fully man. Key events in the life of Jesus – baptism, miracles, Lent and Easter.</p> <p><b>Week 5</b> Discovering some of the 7 I AM statements for Jesus found in St John's Gospel.</p> <p><b>Week 6</b> Reviewing our learning from this term and assessment.</p> |
|           | 2. Understand practices and lifestyles | <ul style="list-style-type: none"> <li>B.2.1. Identify religious artefacts and explain how and why they are used.</li> <li>B.2.2. Describe religious buildings and explain how they are used.</li> <li>B.2.3. Explain some of the religious practices of both clerics and individuals.</li> </ul>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | 3. Understand how beliefs are conveyed | <ul style="list-style-type: none"> <li>C.2.1. Identify religious symbolism in literature and the arts.</li> </ul>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | 4. Reflect                             | <ul style="list-style-type: none"> <li>D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>D.2.2. Give some reasons why religious figures may have acted as they did.</li> <li>D.2.3 Ask questions that have no universally agreed answers.</li> </ul>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | 5. Understand values                   | <ul style="list-style-type: none"> <li>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</li> <li>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Computing | 1. Code                                | <ul style="list-style-type: none"> <li>A.2.1. Use specified screen coordinates to control movement.</li> <li>A.2.2. Set the appearance of objects and create sequences of changes.</li> </ul>                                                                                                                                 | <p><u>Programming A – Repetition in shapes</u></p> <p><b>Week 1.</b> Programming a screen turtle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|        |                   | <ul style="list-style-type: none"> <li>• A.2.3. Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• A.2.4. Control the shade of pens.</li> <li>• A.2.5. Specify conditions to trigger events.</li> <li>• A.2.6. Use IF THEN conditions to control events or objects.</li> </ul>                                                                                                                                       | <b>Week 2.</b> Programming letters.<br><b>Week 3.</b> Patterns and Repeats<br><b>Week 4.</b> Using loops to create shapes.<br><b>Week 5.</b> Breaking things down.<br><b>Week 6.</b> Creating a program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Music  | A. Perform        | <ul style="list-style-type: none"> <li>• A.2.1. Sing or play from memory with accurate pitch.</li> <li>• A.2.3. Maintain a simple part within a group.</li> <li>• A.2.4. Pronounce words within a song clearly.</li> <li>• A.2.5. Show control of voice.</li> <li>• A.2.6. Play notes on an instrument with care so that they are clear.</li> <li>• A.2.7. Perform with control and awareness of others.</li> <li>• A.3.1. Sing or play with confidence.</li> </ul> | <b>Glockenspiel Stage 2</b><br><i>These lessons will be spread over 7 weeks. Alongside, we will be working on our Nativity Production and continuing with learning notes on the recorder (Year 4).</i><br><b>Week 1</b> Finding out about music – the stave, treble clef and feeling the pulse. Learning and playing the notes D, E and F.<br><b>Week 2</b> Learning the difference between rhythm (Rhythm Has Your Two Hips Moving) and pulse. Learning the song STOP as part of anti-bullying week.<br><b>Week 3</b> Finding out about music – duration – crotchet, minim and semi-breve notes and rests. Learn to play Portsmouth using D, E and F.<br><b>Week 4</b> Learn to play pieces using C, D, E, F and G.<br><b>Week 5</b> Checking our knowledge about reading music on the stave, pulse and rhythm.<br><b>Week 6</b> Composing a piece with the title 'Lost Forest'. |
|        | B. Compose        | <ul style="list-style-type: none"> <li>• B.2.1. Compose and perform melodic songs.</li> <li>• B.2.3. Create repeated patterns with a range of instruments.</li> <li>• B.2.7. Use digital technologies to compose pieces of music.</li> </ul>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|        | C. Transcribe     | <ul style="list-style-type: none"> <li>• C.2.2. Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|        | D. Describe music | <ul style="list-style-type: none"> <li>• D.2.1. Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| French | 1. Read fluently  | A.1.1. Read out loud everyday words and phrases.<br>A.1.2. Use phonic knowledge to read words.<br>A.1.3. Read and understand short written phrases.<br>A.1.4. Read out loud familiar words and phrases.                                                                                                                                                                                                                                                             | <b><u>Year 3 Children:</u></b><br><b><u>Lesson 1</u></b><br>Say the individual sounds in the words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | 2. Write imaginatively                                                     | <p>B.1.1. Write of copy everyday words correctly.</p> <p>B.1.2. Label items and choose appropriate words to complete short sentences.</p> <p>B.1.3. Write one or two short sentences.</p> <p>B.1.4. Write short phrases used in everyday conversations correctly.</p>                                                                                          | <p>Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary.</p> <p><u>Lesson 2</u></p> <p>Name the Christmas vocabulary (some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story.</p> <p><u>Lesson 3</u></p> <p>Name the Christmas vocabulary. Follow a story as it is read. Identify some French traditions for Christmas and New Year celebrations.</p> <p><u>Lesson 4</u></p> <p>Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly.</p> <p><u>Lesson 5</u></p> <p>Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read.</p> <p><u>Lesson 6</u></p> <p>Develop cultural awareness through song and dance.</p> <p><b><u>Year 4 children</u></b></p> <p><b>Week 1</b> Learning the words for some items of clothing.</p> <p><b>Week 2</b> Using the words 'Oui' and 'Non' and using 'Je mets' and 'Tu mets' with clothing items.</p> <p><b>Week 3</b> Reading the story 'Je m'habille et je te croque'.</p> <p><b>Week 4</b> Practising saying and writing the words for items of clothing.</p> |
|  | 3. Speak confidently                                                       | <p>C.1.1. Understand a range of spoken phrases.</p> <p>C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>C.1.3. Answer simple questions and give basic information.</p> <p>C.1.4. Give responses to questions about everyday events.</p> <p>C.1.5. Pronounce words showing a knowledge of sound patterns.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | 4. Understand the culture of the countries in which the language is spoken | <p>D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| PE | 1. Develop practical skills in order to participate, compete and lead a healthy lifestyle. | <p>Dance:</p> <ul style="list-style-type: none"> <li>• B.1.8. Plan, perform and repeat sequences.</li> <li>• B.1.9. Move in a clear, fluent and expressive manner.</li> <li>• B.1.10. Refine movements into sequences.</li> <li>• B.1.11. Create dances and movements that convey a definite idea.</li> <li>• B.1.12. Change speed and levels within a performance.</li> <li>• B.1.13. Develop physical strength and suppleness by practising moves and stretching.</li> </ul> <p>Year 3: Hockey</p> <ul style="list-style-type: none"> <li>• B.1.2. Strike a ball and field with control.</li> <li>• B.1.3. Choose appropriate tactics to cause problems for the opposition.</li> <li>• B.1.4. Follow the rules of the game and play fairly.</li> <li>• B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• B.1.6. Pass to team mates at appropriate times.</li> <li>• B.1.7. Lead others and act as a respectful team member.</li> </ul> <p>Year 4: Swimming:</p> <ul style="list-style-type: none"> <li>• B.1.21. Swim between 25 and 50 metres unaided.</li> <li>• B.1.22. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• B.1.23. Coordinate leg and arm movements.</li> <li>• B.1.24. Swim at the surface and below the water.</li> </ul> | <p><u>Dance:</u></p> <ol style="list-style-type: none"> <li>1. To use freeze frames in our dances</li> <li>2. To perform a slide and roll confidently</li> <li>3. To use a variety of formations when performing</li> <li>4. To perform in cannon routines and canon lines</li> <li>5. To sequence our dance actions to show good flow</li> <li>6. To create a 5 action dance routine showing good 'stage' entry</li> </ol> <p><u>Year 3: Hockey</u></p> <p>Lesson 1</p> <p>We are learning to keep close control of the ball using the flat side of the stick.</p> <p>Lesson 2</p> <p>We are learning to control a ball and pass it into space.</p> <p>Lesson 3</p> <p>We are learning to use a defensive body position.</p> <p>Lesson 4</p> <p>We are learning to consistently stop a moving ball ready to pass or shoot.</p> <p>Lesson 5</p> <p>We are learning to improve our agility and apply it in a game situation.</p> <p>Lesson 6</p> |

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| PSHE | Valuing Difference | <ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>• Understand and identify stereotypes, including those promoted in the media.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul> | <u>Valuing Differences</u> <ol style="list-style-type: none"> <li>1. Understanding and managing conflict</li> <li>2. Understanding the right to personal space.</li> <li>3. Understanding different types of relationships including friends and acquaintances.</li> <li>4. Understanding how people are different to each other (including differences of race, gender, religion);</li> <li>5. Understanding respect and ways of showing respect to others' differences.</li> <li>6. Understand and identify stereotypes, including those promoted in the media.</li> </ol> |

For English and maths plan see separate long term plans.